

Appendix 1

The List of Try-Out Class

NO	NAME	CODE
1	ABDUL LATIF	TO-01
2	AHMAD DENI SAPUTRA	TO-02
3	AHMAD KHARIS MAULANA	TO-03
4	AHMAD SYAMSUL MA'ARIF	TO-04
5	AINUN NUR KHOLIFAH	TO-05
6	ALIYATUN MUYASSAROH	TO-06
7	ASHLIKHATUL LUTHFIA	TO-07
8	ATIKA FITRIANA	TO-08
9	AYU MALIANA PUTRI	TO-09
10	DEWI PUTRI AYU	TO-10
11	FAHMI IDRIS	TO-11
12	GASWATUL FURQO	TO-12
13	HESTI ANDRIYANI	TO-13
14	IRHAM	TO-14
15	IYAN ABDULLAH FANI	TO-15
16	KHIROTUL ULUM PUTRI M.R	TO-16
17	KRISDAYANTI	TO-17
18	KUSNITA RAHMA DESI	TO-18
19	LAILATUL SILVIANA	TO-19
20	M. AGUS SHOLAHUDDIN	TO-20
21	M. ARIF RAHMAWAN	TO-21
22	M. HENDRIK SAPUTRA	TO-22
23	M. IMAMUDDIN	TO-23
24	M. NUR AQIB IQBAL A.L	TO-24
25	M. RIYAN PRASETYO	TO-25
26	M. TURMUDZI	TO-26
27	M. AKHRIS M.	TO-27
28	M. FARUQ	TO-28
29	M. NAILUS SUADAK	TO-29
30	MUSTHOFIYAH	TO-30
31	RIZKI NUR SYARIFUDDIN	TO-31
32	ROHMAD WAHYUDI	TO-32

33	SILVIA RISTİYANI	TO-33
34	VINA RAHMANIYAH	TO-34
35	WAHYU WIJI AGUS SAPUTRA	TO-35
36	YULIA FATMAWATI	TO-36

Appendix 2

The List of Experimental Class

NO	NAME	CODE
1	AGUS SETIAWAN	E-01
2	AHMAD ERI SAPUTRA	E-02
3	ALI MUSYAFAK KHOLILULLAH	E-03
4	ALSA AULIA	E-04
5	ANA KHOIRUL LATIF	E-05
6	ANANDA SURYA ALAM	E-06
7	ANIS SAPUTRI	E-07
8	ASMA' NADIYATUZ ZAHRA	E-08
9	BERLIANA PUTRI	E-09
10	FAIRUS FAHAD FAHREZA	E-10
11	LATIFATUN NIKMAH	E-11
12	LUTHFIANA NING MAUNAH	E-12
13	M. ALDI KURNIAWAN	E-13
14	M. ALIF LAILA SUKRON	E-14
15	M. DEDI IRAWAN	E-15
16	M. FARIS ARDIYANTO	E-16
17	M. NUR EFENDI	E-17
18	M. SYAIKHUNA JADID	E-18
19	M. NUR ROHMAN	E-19
20	M. FARID KURNIAWAN	E-20
21	M. LUTFIL HAKIM	E-21
22	NURUL IZZATI	E-22
23	PUTRI LISTIANA SARI	E-23
24	RISKI TSANI BARKAS SALAM	E-24
25	RIZA MAULANA RIFQI	E-25
26	SYAMSUL MA'ARIF	E-26
27	TSANIA SHOFATUL MALA	E-27
28	TUTIK FITRI ALFIYANA	E-28
29	VICKY IKSAN ALFANDI	E-29
30	WAFI LAILATUL HIKMAH	E-30

Appendix 3

The List of Control Class

NO	NAME	CODE
1	AHMAD KHOIRUL ANAM	C-01
2	AHMAD KHOIRUR RIZQI	C-02
3	AHMAD SUSILO	C-03
4	ANIS NOR HALIMAH	C-04
5	ASIFA AMALIA (MA'ALIA)	C-05
6	ERLINDA WAHYUNI	C-06
7	FARUQ ARRABANI	C-07
8	IZZATUL ISTIFAIYAH	C-08
9	KHUDLROTUN FIL JANNAH	C-09
10	KHOBIRIN	C-10
11	KHOIRUL ANAM	C-11
12	KHOIRUL KAMAL	C-12
13	KHUNAFUR ROSYIDAH	C-13
14	M. ASYROF NIQOBUL LUBAB	C-14
15	M. ARIF BUDI KURNIAWAN	C-15
16	M. RAFI ROIHAN	C-16
17	M. RIYANTO ADI PRATAMA	C-17
18	M. SALAFUDIN WAHID	C-18
19	M. SYARIFUDDIN YAZID	C-19
20	M. ALI ZABIDI	C-20
21	M. RIZQI	C-21
22	M. DANI SETIAWAN	C-22
23	M. IRFAN MAULANA	C-23
24	RISKHIE ARDIEAN ULIATAMA	C-24
25	RIZKA ZULIANA RAHMAWATI	C-25
26	ROIKA NUR HIDAYAH	C-26
27	RUDI RIYANTO	C-27
28	SHOFIANA IFANTI PUTRI	C-28
29	SITI MAFTUHA ARDIANA	C-29
30	VINA FITRIYANA	C-30

Appendix 4

Appendix 4

KISI-KISI PENULISAN SOAL PRE-TEST SEMESTER I TAHUN PELAJARAN 2016-2017

Nama Sekolah : MTs Miftahul Huda Raguklampingan
Mata Pelajaran : Bahasa Inggris
Kelas/ Smt : VIII/ I
Bentuk Soal : Pilihan Ganda
Jumlah Soal : 20
Kurikulum : KTSP

No	Kompetensi Dasar	Materi	Indikator	No. Soal
1	5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	Teks esai pendek berbentuk <i>Descriptive</i> "Bali Island"	Menentukan informasi factual dalam teks	1,4
2			Menyebutkan tujuan isi bacaan	2
3			Menentukan rujukan kata tertentu dalam kalimat	3
4			Menentukan informasi rinci	5,6
5			Menyebutkan antonym kata tertentu	7
6		Teks esai pendek berbentuk <i>Descriptive</i> "Saudara Department Store"	Menyebutkan tujuan isi bacaan	8
7			Mengidentifikasi informasi tertentu	9
8			Menyebutkan sinonim kata tertentu	10
9			Menentukan informasi rinci	11,13,14
10			Menentukan informasi factual dalam teks	12
11			Menentukan informasi rinci	15,16
12		Teks esai pendek berbentuk <i>Descriptive</i> "Reog Ponorogo"	Menentukan rujukan kata tertentu	17
13			Menyebutkan tujuan isi bacaan	18
14			Mengidentifikasi informasi tertentu	19
15			Menentukan gagasan utama salah satu paragraph	20

Mengetahui,
Kepala Sekolah



Nuzul Basrah, S.Pd.

Semarang, 4 Agustus 2016

Penyusun Kisi-Kisi



Niswatur Rohmah

KISI-KISI PENULISAN SOAL POST TEST SEMESTER 1 TAHUN PELAJARAN 2016-2017

Nama Sekolah : MTs Miftahul Huda Raguklampingan
Mata Pelajaran : Bahasa Inggris
Kelas/Program : VIII

Bentuk Soal : Pilihan Ganda
Jumlah Soal : 20
Kurikulum : KTSP

No	Kompetensi Dasar	Materi	Indikator	No. Soal
1	5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	Teks esai pendek berbentuk <i>Descriptive</i> "Reog Ponorogo"	Menyebutkan tujuan isi bacaan	1
2			Menentukan informasi rinci	2,4
3			Menentukan rujukan kata tertentu	3
4			Menentukan gagasan utama salah satu paragraph	5
5			Mengidentifikasi informasi tertentu	6
6		Teks esai pendek berbentuk <i>Descriptive</i> "Bali Island"	Menentukan informasi factual dalam teks	7,13
7			Menyebutkan tujuan isi bacaan	8
8			Menentukan informasi rinci	9,11
9			Menentukan rujukan kata tertentu dalam kalimat	10
10			Menentukan informasi factual dalam teks	12
11			Menyebutkan tujuan isi bacaan	14
12			Menentukan informasi rinci	15,17,19
13		Teks esai pendek berbentuk <i>Descriptive</i> "Saudara Department Store"	Menyebutkan sinonim kata tertentu	16
14			Menentukan informasi factual dalam teks	18
15			Mengidentifikasi informasi tertentu	20

Mengetahui,
Kepala Sekolah

Nur Hasan, S.Pd.

Semarang, 4 Agustus 2016

Penyusun Kisi-kisi



Niswatur Rohmah

Appendix 5

Appendix 5

TRY-OUT INSTRUMENT OF TEST

Read the text, then answer the questions by crossing a, b, c, or d in answer sheet!

Questions 1- 15 refer to the following passage

Bali Island

Bali Island, southern Indonesia, one of the lesser Island of Sunda Strait. It is situated between the Island of Java to the west, from which it is separated by Bali Strait. Bali is 145 km (90 mi) long and 80 km (50 mi) wide. The principal cities are the northern port of Singaraja and Denpasar, the capital, near the southern coast. Mountain ranges cross the island from east to west. The highest point on the island is Mount Agung (3,142 m/ 10,308 ft). In the south, the land descends to form an alluvial plain, watered by shallow rivers, dry in the dry season and overflowing whenever there are period of heavy rains.

Because Bali is one of the most important island of Indonesia economically and culturally, so rice is grown on irrigated, terraced hillsides, other crops include sugar cane, coffee, copra, tobacco, fruits, and vegetables. Cattle and hogs also raised. The Balinese are skilled artisans, particularly in woodcarving, and in fashioning objects of tortoise-shell and of gold, silver and other metals. The women in Bali are noted for their traditional dancing and for their skill in weaving cloth of gold and silver threads, as well as for embroidering silk and cotton

clothing. The principal religion on the island of Bali is a variation of Hinduism that incorporates Polynesian religious rites.

1. The text above tells us about...
 - a. The location of Bali Island
 - b. Bali Island and its characteristics
 - c. The history of Bali Island
 - d. Balinese and their culture
2. Mountain ranges cross the island from...
 - a. East to West
 - b. West to North
 - c. South to North
 - d. North to East
3. Including crops of Bali Island based on the text above, except....
 - a. Fruits
 - b. Sugar cane
 - c. Copra
 - d. Cotton
4. How many principal cities in the northern port?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
5. Which statement is NOT TRUE according to the text above?

- a. The highest point on the Island is Mount Bromo
 - b. Bali island is situated between the Island of Java to the west
 - c. The Balinese are skilled artisans
 - d. The women in Bali are noted for their traditional dancing
6. The principal cities are the northern port of Singaraja and Denpasar, the capital, near the southern coast...
The italic word has the same meaning with...
- a. Shore
 - b. Mountain
 - c. Store
 - d. Hospital
7. The communicative purpose of the text is...
- a. To explain the characteristics of Balinese culture
 - b. To describe Bali Island and its characteristics
 - c. To persuade the readers to know more about Bali
 - d. To tell past event of Balinese history
8. The women in Bali are noted for their traditional dancing... (paragraph 2)
The underline word refers to ...
- a. Women
 - b. Bali
 - c. Skilled artisans
 - d. Metals
9. ... from which it is *separated* by Bali Strait (Paragraph 1)
The italic word can be substituted with the word...
- a. Adequate
 - b. Omitted
 - c. Divided
 - d. Managed
10. Which statement is TRUE according to the text above?
- a. Bali is situated between the island of Sumatra to the west
 - b. Balinese are good in making things from gold, silver, and other metals.
 - c. Balinese women are unskilled in performing dancing
 - d. The principal religion on the island of Bali is a variation of Buddhism
11. What is the highest point on Bali Island...
- a. Alluvial plain
 - b. Bali strait
 - c. Mount Agung
 - d. Sunda strait
12. What will happen when the land descends,...
- a. It becomes overflowing
 - b. It becomes an alluvial plain
 - c. The land will be molten
 - d. The land will be dry
13. There are many crops of Bali Island based on the text above, EXCEPT....
- a. Fruits
 - b. Sugar cane
 - c. Copra
 - d. Cotton

14. Silver threads used women in Bali for...

a. Traditional dancing
b. Weaving cloth
c. Sewing cloth
d. Woodcarving

15., the capital, *near* the southern coast (Paragraph 1)

What is the antonym of the word "near"....

a. High c. Far
b. Little d. Short

Questions 16-28 refer to the following passage

Saudara Department Store

Saudara Department Store is one of famous stores in Jepara.

People can find Saudara Department Store on Veteran Street. There are also some other stores on the right and left side of it. On the left and the front yards, visitors can park their vehicles there. Besides, you can also find an Automatic Teller Machine or ATM on the right front yard.

Saudara Department Store consists of three floors. Shoppers should walk up on the stairs to get the upper floors. On the first floor, visitors can see some counters such as cosmetic counter, cassette and CD

counter, children toy counters, stationary counter, and daily need section.

Meanwhile, on the second floor, customers can find clothes counter. Here, they can buy various clothes not only for children but also for adult. Finally, on the third floor, shoppers can select many kinds of shoes and household equipment.

16. What does the text tell us about?

a. To tell the readers about the life of Jepara's people
b. To explain the development budget of Saudara Department Store
c. To describe Saudara Department Store
d. To discuss the building of Saudara Department Store

17. Where can we find the series of descriptions...

a. In paragraph 1
b. In paragraph 1 and 2
c. In paragraph 2, 3, and 4
d. In paragraph 3 and 4

18. Where can visitors park their vehicles?

They can park their vehicles... the yard.

a. On the right side of
b. On the left side of
c. Behind
d. Beside

19. The word "famous" in the first paragraph has the same meaning with...

- a. Large
 - b. Well-known
 - c. Valuable
 - d. Draw out
20. Visitors can park *their* vehicles there... (paragraph 2)
The italic word refers to...
- a. Vehicles
 - b. Motorcycles
 - c. Stores
 - d. Visitors
21. Visitors can see some counters on first floor, EXCEPT...
- a. Station counter
 - b. CD counter
 - c. Daily need section
 - d. Cosmetic counter
22. How can visitors reach the upper floors?
- a. They should walk up on the stair
 - b. They can use the lift
 - c. They should use ladders
 - d. They can use the escalator
23. What is TRUE about Saudara Department Store according to the text?
- a. Visitors can see some counters on the second floor
 - b. Automatic Teller Machine on the left front yard
 - c. Children toy counters can be found on the first floor
 - d. Visitors can park their vehicles on the third floor
24. Which of the following statements is NOT correct?
- a. Saudara Department Store consists of three floors
 - b. visitors can park their vehicles on the left yard
 - c. Shoppers should walk up on the stairs to get the lower floors
 - d. visitors can park their vehicles on the front yards
25. How many floors in Saudara Department Store....
- a. Two floors
 - b. Three floors
 - c. Four floors
 - d. Five floors
26. Kind of commodities we can find in Saudara Department Store, except...
- a. Shoes
 - b. Cosmetic
 - c. Goat
 - d. Household equipment
27. What is the principle thought of the second paragraph...
- a. Location of Saudara Department Store
 - b. Location of ATM
 - c. Counters in Saudara Department Store
 - d. Floors Saudara Department Store
28. Where can customers find household equipment....
- a. In front of yard
 - b. On the third floor

- c. On the second floor
- d. On the first floor

Questions 29-40 refer to the following passage

Reog Ponorogo

Reog Ponorogo is a very spectacular dance. Dancers wear bright, colourful costumes and are accompanied by gamelan music. It is always performed out in the open area such as in a town square or park. The central figure of this dance is The Lion King, Singa Barong.

The dancer wears a mask of a lion, carrying a large peacock feather fan on the top of the mask. This mask is called a Topeng Dadak Merak. It can weight up to 50 kg, the dancer has to use his teeth to hold the mask from inside the mask. A strong set of teeth and a strong neck are essential.

Sometimes he has to demonstrate his skill and strength by carrying another masked dancer on top of him and still dance with vigorous and fantastic movements. Another important character is his adversary Pujangga Anom. Together with Singa Barong they are accompanied by one or more masked clowns/ acrobats. There are also a number of hobbyhorse dancers, who are said to represent the troops of Pujangga Anom. One of the

unique features of the Reog dance is that the hobbyhorse dancers are invariably young boys dressed as women.

29. Where Reog Ponorogo usually performed?
 - a. At home
 - b. In the park
 - c. On the street
 - d. On the stage
30. What is the central figure of Reog Ponorogo is...
 - a. Dadak Merak
 - b. Pujangga Anom
 - c. Dancer
 - d. Singa Barong
31. "A strong set of teeth and a strong neck are essential" (paragraph 3)
The word 'essential' means...
 - a. Beneficial
 - b. Helpful
 - c. Valuable
 - d. Important
32. Why must the dancer of Reog Ponorogo have a strong set of teeth and a strong neck?
 - a. Because he must wear bright, colourful costume.
 - b. Because he must perform out in the open area such as in a town square
 - c. Because he has to use his teeth to hold the heavy mask from inside the mask

- d. Because he must dance with vigorous and fantastic movements
33. "It can weigh up to 50 kg." (Paragraph 3).
- The word 'it' refers to...
- A lion
 - Reog Ponorogo
 - A large peacock feather fan
 - Topeng Dadak Menak
34. The following statements are true, EXCEPT...
- Dancers are accompanied by gamelan music
 - The dancer carries a large peacock feather fan under of the mask
 - Reog Ponorogo always performed out in the open area such as in a town square or park
 - There are also a number of hobbyhorse dancers
35. What does the passage mainly discuss about?
- The story of Reog Ponorogo
 - The origin of Reog Ponorogo
 - The characters in Reog Ponorogo
 - The description of what Reog Ponorogo is
36. In the text above, the last paragraph is ended by...
- Identification
 - Orientation
 - Description
 - General classification
37. Reog Ponorogo is a very spectacular dance, because...
- Dancers wear bright, colourful costumes and are accompanied by gamelan music
 - The central figure of this dance is The Lion King
 - Reog Ponorogo is always performed out in the stage.
 - It can weight up to 50 kg and the dancer has to use his teeth to hold the mask from inside the mask
38. What is the principle thought of the second paragraph...
- Characteristic of Reog Ponorogo
 - Kinds of Reog
 - the dancer's skill
 - the dancers' costume
39. It is always performed out in the open area(Paragraph 1)
- The opposite meaning of the word "open"....
- separate
 - gave away
 - close
 - open-ended
40. The series of descriptions are found in paragraph...
- Paragraph one
 - Paragraph one and two
 - Paragraph two and three
 - Paragraph three

Appendix 6

Appendix 6

PRE- TEST

Read the text, then answer the questions by crossing a, b, c, or d in answer sheet!

Questions 1- 7 refer to the following passage

Bali Island

Bali Island, southern Indonesia, one of the lesser Island of Sunda Strait. It is situated between the Island of Java to the west, from which it is separated by Bali Strait. Bali is 145 km (90 mi) long and 80 km (50 mi) wide. The principal cities are the northern port of Singaraja and Denpasar, the capital, near the southern coast. Mountain ranges cross the island from east to west. The highest point on the island is Mount Agung (3,142 m/ 10,308 ft). In the south, the land descends to form an alluvial plain, watered by shallow rivers, dry in the dry season and overflowing whenever there are period of heavy rains.

Because Bali is one of the most important island of Indonesia economically and culturally, so rice is grown on irrigated, terraced hillside; other crops include sugar cane, coffee, copra, tobacco, fruits, and vegetables. Cattle and hogs also raised. The Balinese are skilled artisans, particularly in woodcarving, and in fashioning objects of tortoise-shell and of gold, silver and other metals. The women in Bali are noted for their traditional dancing and for their skill in weaving cloth of gold and silver threads, as well as for embroidering silk and cotton clothing. The principal religion on the island

of Bali is a variation of Hinduism that incorporates Polynesian religious rites

1. Which statement is NOT TRUE according to the text above?
 - a. The highest point on the Island is Mount Bromo
 - b. Bali island is situated between the Island of Java to the west
 - c. The Balinese are skilled artisans
 - d. The women in Bali are noted for their traditional dancing
2. The communicative purpose of the text is...
 - a. To explain the characteristics of Balinese culture
 - b. To describe Bali Island and its characteristics
 - c. To persuade the readers to know more about Bali
 - d. To tell past event of Balinese history
3. The women in Bali are noted for their traditional dancing... (paragraph 2)
The underline word refers to...
 - a. Women
 - b. Bali
 - c. Skilled artisans
 - d. Metals

4. Which statement is TRUE according to the text above?

- a. Bali is situated between the island of Sumatra to the west
- b. Balinese are good in making things from gold, silver, and other metals.
- c. Balinese women are unskilled in performing dancing
- d. The principal religion on the island of Bali is a variation of Buddhism

5. What is the highest point on Bali Island...

- a. Alluvial plain
- b. Bali strait
- c. Mount Agung
- d. Sunda strait

6. There are many crops of Bali Island based on the text above, EXCEPT....

- a. Fruits
- b. Sugar cane
- c. Copra
- d. Cotton

7., the capital, *near* the southern coast (Paragraph 1)

What is the antonym of the word "near"....

- a. High
- b. Little
- c. Far
- d. Short

Questions 8-14 refer to the following passage

Saudara Department Store

Saudara Department Store is one of famous stores in Jepara.

People can find Saudara Department Store on Veteran Street. There are also some other stores on the right and left side of it. On the left and the front yards, visitors can park their vehicles there. Besides, you can also find an Automatic Teller Machine or ATM on the right front yard.

Saudara Department Store consists of three floors. Shoppers should walk up on the stairs to get the upper floors. On the first floor, visitors can see some counters such as cosmetic counter, cassette and CD counter, children toy counters, stationary counter, and daily need section.

Meanwhile, on the second floor, customers can find clothes counter. Here, they can buy various clothes not only for children but also for adult. Finally, on the third floor, shoppers can select many kinds of shoes and household equipment.

8. What does the text tell us about?

- a. To tell the readers about the life of Jepara's people
- b. To explain the development budget of Saudara Department Store
- c. To describe Saudara Department Store
- d. To discuss the building of Saudara Department Store

9. Where can we find the series of descriptions...
- In paragraph 1
 - In paragraph 1 and 2
 - In paragraph 2, 3, and 4
 - In paragraph 3 and 4
10. The word "famous" in the first paragraph has the same meaning with...
- Large
 - Well-known
 - Valuable
 - Draw out
11. Visitors can see some counters on first floor, EXCEPT...
- Station counter
 - CD counter
 - Daily need section
 - Cosmetic counter
12. Which of the following statements is NOT correct?
- Saudara Department Store consists of three floors
 - visitors can park their vehicles on the left yard
 - Shoppers should walk up on the stairs to get the lower floors
 - visitors can park their vehicles on the front yards
13. How many floors in Saudara Department Store....
- Two floors
 - Three floors
 - Four floors
 - Five floors
14. Where can customers find household equipment....
- In front of yard
 - On the third floor
 - On the second floor
 - On the first floor

Questions 15- 20 refer to the following passage

Reog Ponorogo

Reog Ponorogo is a very spectacular dance. Dancers wear bright, colourful costumes and are accompanied by gamelan music. It is always performed out in the open area such as in a town square or park. The central figure of this dance is The Lion King: Singa Barong.

The dancer wears a mask of a lion, carrying a large peacock feather fan on the top of the mask. This mask is called a Topeng Dadak Merak. It can weight up to 50 kg. the dancer has to use his teeth to hold the mask from inside the mask. A strong set of teeth and a strong neck are essential.

Sometimes he has to demonstrate his skill and strength by carrying another

masked dancer on top of him and still dance with vigorous and fantastic movements. Another important character is his adversary Pujangga Anom. Together with Singa Barong they are accompanied by one or more masked clowns/ acrobats. There are also a number of hobbyhorse dancers, who are said to represent the troops of Pujangga Anom. One of the unique features of the Reog dance is that the hobbyhorse dancers are invariably young boys dressed as women.

15. Where Reog Ponorogo usually performed?
 - a. At home
 - b. In the park
 - c. On the street
 - d. On the stage
16. Why must the dancer of Reog Ponorogo have a strong set of teeth and a strong neck?
 - a. Because he must wear bright, colourful costume.
 - b. Because he must perform out in the open area such as in a town square
 - c. Because he has to use his teeth to hold the heavy mask from inside the mask
 - d. Because he must dance with vigorous and fantastic movements

17. "It can weigh up to 50 kg." (Paragraph 3).

The word 'it' refers to...

- a. A lion
 - b. Reog Ponorogo
 - c. A large peacock feather fan
 - d. Topeng Dadak Merak
18. What does the passage mainly discuss about?
 - a. The story of Reog Ponorogo
 - b. The origin of Reog Ponorogo
 - c. The characters in Reog Ponorogo
 - d. The description of what Reog Ponorogo is
 19. In the text above, the last paragraph is ended by...
 - a. Identification
 - b. Orientation
 - c. Description
 - d. General classification
 20. What is the principle thought of the second paragraph...
 - a. Characteristic of Reog Ponorogo
 - b. Kinds of Reog
 - c. the dancer's skill
 - d. the dancers' costume

Appendix 7

Appendix 7

POST- TEST

Read the text, then answer the questions by crossing a, b, c, or d in answer sheet!

Questions 1- 6 refer to the following passage

Reog Ponorogo

Reog Ponorogo is a very spectacular dance. Dancers wear bright, colourful costumes and are accompanied by gamelan music. It is always performed out in the open area such as in a town square or park. The central figure of this dance is The Lion King, Singa Barong.

The dancer wears a mask of a lion, carrying a large peacock feather fan on the top of the mask. This mask is called a Topeng Dadak Merak. It can weight up to 50 kg, the dancer has to use his teeth to hold the mask from inside the mask. A strong set of teeth and a strong neck are essential.

Sometimes he has to demonstrate his skill and strength by carrying another masked dancer on top of him and still dance with vigorous and fantastic movements. Another important character is his adversary Pujangga Anom. Together with Singa Barong they are accompanied by one or more masked clowns/ acrobats. There are also a number of hobbyhorse dancers, who are said to represent the troops of Pujangga Anom. One of the unique features of the Reog dance is that

the hobbyhorse dancers are invariably young boys dressed as women.

1. What does the passage mainly discuss about?
 - a. The story of Reog Ponorogo
 - b. The origin of Reog Ponorogo
 - c. The characters in Reog Ponorogo
 - d. The description of what Reog Ponorogo is
2. Where Reog Ponorogo usually performed?
 - a. At home
 - b. In the park
 - c. On the street
 - d. On the stage
3. "It can weigh up to 50 kg." (Paragraph 3).
The word 'it' refers to...
 - a. A lion
 - b. Reog Ponorogo
 - c. A large peacock feather fan
 - d. Topeng Dadak Merak
4. Why must the dancer of Reog Ponorogo have a strong set of teeth and a strong neck?
 - a. Because he must wear bright, colourful costume.
 - b. Because he must perform out in the open area such as in a town square

- c. Because he has to use his teeth to hold the heavy mask from inside the mask
 - d. Because he must dance with vigorous and fantastic movements
5. What is the principle thought of the second paragraph...
- a. Characteristic of Reog Ponorogo
 - b. Kinds of Reog
 - c. the dancer's skill
 - d. the dancers' costume
6. In the text above, the last paragraph is ended by...
- a. Identification
 - b. Orientation
 - c. Description
 - d. General classification

Questions 7- 13 refer to the following passage

Bali Island

Bali Island, southern Indonesia, one of the lesser Island of Sunda Strait. It is situated between the Island of Java to the west, from which it is separated by Bali Strait. Bali is 145 km (90 mi) long and 80 km (50 mi) wide. The principal cities are the northern port of Singaraja and Denpasar, the capital, near the southern coast. Mountain ranges cross the island from east to west. The highest point on the island is Mount Agung (3,142 m/ 10,308 ft) in the south, the land descends to form an alluvial plain, watered by shallow rivers, dry in the dry season and overflowing whenever there are period of heavy rains.

Because Bali is one of the most important island of Indonesia economically and culturally, so rice is grown on irrigated, terraced hillsides; other crops include sugar cane, coffee, copra, tobacco, fruits, and vegetables. Cattle and hogs also raised. The Balinese are skilled artisans, particularly in woodcarving, and in fashioning objects of tortoise-shell and of gold, silver and other metals. The women in Bali are noted for their traditional dancing and for their skill in weaving cloth of gold and silver threads, as well as for embroidering silk and cotton clothing. The principal religion on the island of Bali is a variation of Hinduism that incorporates Polynesian religious rites.

7. Which statement is NOT TRUE according to the text above?
- a. The highest point on the Island is Mount Bromo
 - b. Bali island is situated between the Island of Java to the west
 - c. The Balinese are skilled artisans
 - d. The women in Bali are noted for their traditional dancing
8. The communicative purpose of the text is...
- a. To explain the characteristics of Balinese culture
 - b. To describe Bali Island and its characteristics
 - c. To persuade the readers to know more about Bali

- d. To tell past event of Balinese history
9. What is the highest point on Bali Island...
- Alluvial plain
 - Bali strait
 - Mount Agung
 - Sunda strait
10. The women in Bali are noted for their traditional dancing... (paragraph 2)
The underline word refers to...
- Women
 - Bali
 - Skilled artisans
 - Metals
11. There are many crops of Bali Island based on the text above, EXCEPT....
- Fruits
 - Sugar cane
 - Copra
 - Cotton
12. ..., the capital, *near* the southern coast (Paragraph 1)
What is the antonym of the word "near"....
- High
 - Little
 - Far
 - Short
13. Which statement is TRUE according to the text above?
- Bali is situated between the island of Sumatra to the west
 - Balinese are good in making things from gold, silver, and other metals.
 - Balinese women are unskilled in performing dancing

- d. The principal religion on the island of Bali is a variation of Buddhism

Questions 14-20 refer to the following passage

Saudara Department Store

Saudara Department Store is one of famous stores in Jepara.

People can find Saudara Department Store on Veteran Street. There are also some other stores on the right and left side of it. On the left and the front yards, visitors can park their vehicles there. Besides, you can also find an Automatic Teller Machine or ATM on the right front yard.

Saudara Department Store consists of three floors. Shoppers should walk up on the stairs to get the upper floors. On the first floor, visitors can see some counters such as cosmetic counter, cassette and CD counter, children toy counters, stationary counter, and daily need section.

Meanwhile, on the second floor, customers can find clothes counter. Here, they can buy various clothes not only for children but also for adult. Finally, on the third floor, shoppers can select many kinds of shoes and household equipment.

14. What does the text tell us about?
- To tell the readers about the life of Jepara's people
 - To explain the development budget of Sandara Department Store

- c. To describe Saudara Department Store
 - d. To discuss the building of Saudara Department Store
15. How many floors in Saudara Department Store....
- a. Two floors c. Four floors
 - b. Three floors d. Five floors
16. The word "famous" in the first paragraph has the same meaning with...
- a. Large
 - b. Well-known
 - c. Valuable
 - d. Draw out
17. Visitors can see some counters on first floor, EXCEPT...
- a. Station counter
 - b. CD counter
 - c. Daily need section
 - d. Cosmetic counter
18. Which of the following statements is NOT correct?
- a. Saudara Department Store consists of three floors
 - b. visitors can park their vehicles on the left yard
 - c. Shoppers should walk up on the stairs to get the lower floors
 - d. visitors can park their vehicles on the front yards
19. Where can customers find household equipment....
- a. In front of yard
 - b. On the third floor
 - c. On the second floor
 - d. On the first floor
20. Where can we find the series of descriptions...
- a. In paragraph 1
 - b. In paragraph 1 and 2
 - c. In paragraph 2, 3, and 4
 - d. In paragraph 3 and 4

Appendix 8

Appendix 8

ANSWER SHEET (TRY-OUT INSTRUMENT OF TEST)

NAME :
CLASS :
STUDENT NUMBER :

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
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24				
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26				
27				
28				
29				
30				
31				
32				
33				
34				
35				
36				
37				
38				
39				
40				

Appendix 9

Appendix 9

ANSWER SHEET (PRE-TEST)

NAME :
CLASS :
STUDENT NUMBER :

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Appendix 9

ANSWER SHEET
(POST-TEST)

NAME :
CLASS :
STUDENT NUMBER :

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

Appendix 10

Appendix 10

ANSWER KEY OF TRY-OUT TEST, PRE-TEST, AND POST-TEST

TRY-OUT TEST			
1. B	11. C	21. A	31. D
2. A	12. B	22. A	32. C
3. D	13. D	23. C	33. D
4. A	14. B	24. C	34. B
5. A	15. C	25. B	35. D
6. A	16. C	26. C	36. C
7. B	17. C	27. A	37. A
8. A	18. B	28. B	38. D
9. C	19. B	29. B	39. C
10. B	20. D	30. D	40. C

PRE-TEST	
1. A	11. A
2. B	12. C
3. A	13. B
4. B	14. B
5. C	15. B
6. D	16. C
7. C	17. D
8. C	18. D
9. C	19. C
10. B	20. D

POST-TEST	
1. D	11. D
2. B	12. C
3. D	13. B
4. C	14. C
5. D	15. B
6. C	16. B
7. A	17. A
8. B	18. C
9. C	19. B
10. A	20. C

Appendix 11

Appendix 11

UJI VALIDITAS SOAL UJI COBA

No	Code									
		1	2	3	4	5	6	7	8	9
1	TD-27	1	1	1	1	1	1	1	1	0
2	TD-07	1	1	0	1	1	1	1	1	0
3	TD-36	1	1	0	1	1	0	1	1	0
4	TD-35	1	1	1	1	1	0	1	1	0
5	TD-09	0	1	1	1	1	0	1	1	0
6	TD-13	0	1	0	1	1	0	1	1	0
7	TD-19	0	1	0	1	1	1	1	1	0
8	TD-30	1	1	1	1	1	1	1	1	0
9	TD-34	1	1	1	1	1	1	0	1	1
10	TD-14	1	1	1	0	1	0	0	1	0
11	TD-20	1	1	1	1	1	1	1	0	1
12	TD-31	1	1	1	1	0	0	1	1	0
13	TD-01	1	1	0	1	0	1	1	0	1
14	TD-05	1	1	1	0	1	0	0	1	0
15	TD-06	0	0	0	1	1	1	1	1	0
16	TD-08	1	1	0	1	1	1	1	1	0
17	TD-15	1	0	0	1	1	1	1	1	0
18	TD-32	0	1	1	1	1	1	1	1	0
19	TD-18	1	1	1	1	1	0	1	0	0
20	TD-04	1	1	1	1	1	1	0	1	0
21	TD-10	1	1	1	1	1	1	0	1	1
22	TD-12	0	1	1	1	1	0	1	1	0
23	TD-21	1	1	0	1	1	1	1	1	0
24	TD-26	0	1	1	0	0	0	0	1	0
25	TD-29	0	0	0	1	0	1	1	0	0
26	TD-17	0	1	1	0	1	0	0	0	0
27	TD-16	0	1	1	0	0	0	0	0	1
28	TD-03	1	1	0	1	1	1	0	1	0
29	TD-23	1	1	1	1	1	0	1	1	0
30	TD-25	0	1	0	1	1	1	0	1	0
31	TD-22	1	1	1	0	0	0	1	0	1
32	TD-16	1	1	1	1	1	0	0	1	0
33	TD-11	1	1	0	0	1	0	1	1	0
34	TD-33	0	1	0	1	1	0	0	1	1
35	TD-34	0	0	1	0	0	0	0	0	0
36	TD-01	0	0	0	0	0	0	0	0	1
J.A.		11	11	21	77	28	17	23	27	8
J.V.		110	715	471	640	680	405	572	640	153
r _{xy}		0.25998	0.300891	0.028179	0.45086	0.4317	0.23093	0.544471	0.39007	-0.266181
r _{xx}		0.520	0.320	0.320	0.320	0.320	0.320	0.320	0.320	0.320
Criteria		invalid	invalid	invalid	valid	valid	valid	valid	invalid	invalid
BA		13	16	10	16	17	11	16	16	1
BB		6	15	10	11	11	6	7	11	0
JA		18	18	18	18	18	18	18	18	18
JB		18	18	18	18	18	18	18	18	18
DP		0.322222	0.335556	0.605556	0.777778	0.777778	0.777778	0.5	0.777778	-0.111111
Criteria		satisfactory	poor	very poor	unsatisfactory	unsatisfactory	poor	satisfactory	very poor	
B		22	31	21	27	29	17	23	27	8
JB		18	18	18	18	18	18	18	18	18
P		0.611111	0.861111	0.583333	0.75	0.805556	0.472222	0.638889	0.75	0.222222
Criteria		medium	very	medium	easy	easy	medium	medium	easy	very difficult
P		0.611111	0.861111	0.583333	0.75	0.805556	0.472222	0.638889	0.75	0.222222
A		0.388889	0.138889	0.416667	0.25	0.194444	0.527778	0.361111	0.25	0.777778
JB		0.179014	0.119014	0.240106	0.1875	0.135864	0.246011	0.20071	0.1875	0.179014
ΣF _{ij}		6.570986								
S ²		40.08951								
s		6.32365								
r ₃₁		0.87753								
KEPUUSAN		used	not used	not used	used	used	used	used	used	not used

year	year	year	year	not used	year	year	year	not used	year	not used	year
1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001

32	33	34	35	36	37	38	39	40	r	r'	r''	(r-1)	(r+1)
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1	1	1	1	1	0	1	1	1	24	1354	12228	1332	13361
1	1	1	1	1	0	1	1	1	43	1068	12228	1032	110
1	1	1	1	1	0	1	1	1	53	1068	12228	1032	110
1	1	1	1	1	0	1	1	1	23	1024	12228	872	843
1	1	1	1	1	0	1	1	1	43	961	12228	872	7868
1	1	1	1	1	1	1	1	0	30	900	12228	722	3863
0	0	1	1	1	1	1	1	1	28	784	12228	572	3174
0	0	1	1	1	0	1	1	1	27	729	12228	472	223
0	0	1	1	0	0	0	1	1	25	625	12228	272	141
1	1	0	1	1	0	0	1	1	25	625	12228	272	141
1	1	0	1	1	0	0	1	1	25	625	12228	272	141
0	1	0	1	1	0	1	1	0	24	576	12228	172	2660
1	1	0	1	1	0	0	1	0	23	529	12228	672	622
1	1	0	1	1	0	1	1	0	23	529	12228	672	622
1	1	0	1	0	0	0	1	1	23	529	12228	672	622
1	1	0	1	0	0	1	1	1	23	529	12228	672	622
0	1	0	1	0	0	0	1	1	22	484	12228	-53	6077
0	1	0	0	0	0	0	1	1	21	441	12228	-328	1403
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0	0	0	0	0	0	0	1	0	20	400	12228	-238	5448
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0	0	0	1	0	0	0	0	0	18	324	12228	-428	183
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0	0	1	0	1	0	0	0	1	17	289	12228	-528	2185
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0	1	1	0	0	0	0	0	1	13	169	12228	-928	8268
1	1	0	0	0	0	1	0	1	12	144	12228	-1028	10073
20	23	14	18	25	2	17	17	23	802	18035			22
892	938	837	684	532	18	448	448	528					4820
0.410206	0.343382	0.313676	0.315278	0.486248	0.257498	0.36244	0.423488	0.289977					6.833
0.329	0.329	0.329	0.329	0.329	0.329	0.329	0.329	0.329					
valid	valid	invalid	valid	valid	invalid	valid	valid	invalid					
14	16	8	13	24	2	35	35	16					
8	9	6	11	41	0	46	46	13					
18	18	18	18	18	18	18	18	18					
18	18	18	18	18	18	18	18	18					
0.444444	0.388889	0.111111	0.444444	0.444444	0.111111	0.1	0.277778	0.333333					
good	satisfactory	poor	good	good	poor	good	satisfactory	satisfactory					
20	25	14	18	20	2	17	17	23					
18	18	18	18	18	18	18	18	18					
0.555556	0.684444	0.388889	0.1	0.555556	0.055556	0.472222	0.75	0.611111					
medium	medium	medium	medium	medium	difficult	medium	easy	medium					
0.555556	0.684444	0.388889	0.1	0.555556	0.055556	0.472222	0.75	0.611111					
0.444444	0.325556	0.111111	0.1	0.444444	0.084444	0.477778	0.25	0.388889					
0.348954	0.211126	0.217654	0.25	0.248954	0.252489	0.248928	0.1875	0.237654					
used	used	not used	used	used	not used	used	used	used					

34	34	34	4	8	6	7	8	0	10	13	33	33	13	13	13	13	17	18	19	20	21	22	22
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27	27	27	27	27	27	27	27	27	27	27	27	27	0	27	27	27	27	0	27	27	27	27	27
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23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	0	23	23	23	23	23
23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23	23	0	23	23	23	23	23
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24	34	34	0	34	34	34	34	34	34	0	34	34	0	34	34	34
24	34	34	0	34	34	34	34	34	34	34	34	34	0	34	34	34
23	23	23	24	23	23	23	23	23	23	23	23	23	0	23	23	23
23	23	23	23	23	23	23	23	23	23	23	23	23	0	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	0	22	22	22
21	21	21	0	21	21	21	21	21	21	21	21	21	0	21	21	21
20	20	0	0	20	20	20	20	20	20	20	20	20	20	20	20	0
28	28	28	28	0	28	0	28	0	0	28	28	0	28	28	28	28
27	0	27	27	27	0	27	0	27	27	0	27	27	0	27	27	27
25	25	25	25	25	25	25	25	0	0	25	25	0	0	0	25	25
25	0	0	25	25	0	25	0	25	25	0	25	25	0	25	0	25
25	25	25	0	25	25	25	25	25	25	0	25	0	0	0	25	25
24	24	24	24	24	24	24	0	0	24	0	24	24	0	24	24	0
23	0	0	23	23	23	23	0	23	23	0	0	23	0	0	23	0
23	23	23	23	23	23	0	0	23	23	0	0	23	0	23	23	0
0	23	0	0	23	23	0	23	23	0	0	23	0	0	0	0	23
0	23	23	0	23	23	0	0	23	23	0	0	0	0	23	23	23
0	0	0	0	23	0	23	0	0	23	0	0	23	0	0	23	23
0	21	21	21	21	21	21	0	21	0	0	0	0	0	0	21	21
21	21	0	0	21	0	21	0	0	21	0	0	0	0	21	21	0
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19	19	0	19	19	19	19	0	19	19	0	0	19	0	0	19	0
18	0	18	0	0	0	18	18	0	18	0	0	18	0	18	0	0
0	0	18	18	18	18	18	18	0	0	0	18	0	0	0	18	0
0	17	0	0	17	17	0	17	17	0	17	17	0	0	0	0	0
0	17	17	0	17	0	0	0	0	0	17	0	17	0	0	17	17
0	0	17	0	0	17	0	17	0	0	17	17	0	0	0	17	17
17	0	0	0	17	0	17	0	17	0	17	17	0	0	0	17	0
16	0	0	0	0	0	0	0	0	16	16	0	0	0	0	16	16
16	16	0	16	16	0	16	16	0	16	0	0	0	0	0	16	0
16	0	0	0	0	0	16	0	16	0	0	0	0	0	0	16	0
0	14	0	0	0	0	14	14	0	14	14	14	0	0	0	0	14
13	0	13	0	0	0	13	13	0	13	13	0	0	0	0	0	13
0	0	12	0	0	0	0	12	0	0	0	0	0	0	0	12	0
542	542	542	589	633	534	588	542	490	593	347	664	502	58	445	843	573

Appendix 12

Appendix 12

VALIDITY ANALYSIS OF TRY-OUT TEST

Formula :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Keterangan :

r_{xy} = the correlation coefficient between variable X and variable Y

N = the number of students

$\sum X$ = the sum of score of X item

$\sum Y$ = the sum of total score

$\sum XY$ = the sum of multiplication between X and Y

The following is the calculation for item number 1, for the other items would use the same formula. If $t_{xy} > t_{table}$, the item is invalid.

NO	CODE	X	Y	X ²	Y ²	XY
1	TO- 27	1	34	1	1156	34
2	TO- 07	1	34	1	1156	34
3	TO- 36	1	33	1	1089	33
4	TO- 35	1	33	1	1089	33
5	TO- 09	0	32	0	1024	0
6	TO- 13	0	31	0	961	0
7	TO- 19	0	30	0	900	0
8	TO- 30	1	28	1	784	28
9	TO- 34	1	27	1	729	27
10	TO- 14	1	25	1	625	25
11	TO- 20	1	25	1	625	25
12	TO- 31	1	25	1	625	25
13	TO- 02	1	24	1	576	24

14	TO-05	1	23	1	529	23
15	TO-06	0	23	0	529	0
16	TO-08	1	23	1	529	23
17	TO-15	1	23	1	529	23
18	TO-22	0	22	0	484	0
19	TO-18	1	21	1	441	21
20	TO-04	1	21	1	441	21
21	TO-10	1	20	1	400	20
22	TO-12	0	19	0	361	0
23	TO-21	1	19	1	361	19
24	TO-26	0	19	0	361	0
25	TO-29	0	18	0	324	0
26	TO-17	0	18	0	324	0
27	TO-28	0	17	0	289	0
28	TO-03	1	17	1	289	17
29	TO-23	1	17	1	289	17
30	TO-25	0	17	0	289	0
31	TO-32	1	16	1	256	16
32	TO-16	1	16	1	256	16
33	TO-11	1	15	1	225	15
34	TO-33	0	14	0	196	0
35	TO-34	0	13	0	169	0
36	TO-01	0	10	0	100	0
	Σ	22	802	22	19310	519

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{(36)(519) - (22)(802)}{\sqrt{[(36)(22) - (22)^2][(36)(19310) - (802)^2]}}$$

$$r_{xy} = \frac{18684 - 17644}{\sqrt{(792 - 484)(695160 - 643204)}}$$

$$r_{xy} = 0.25998$$

From the computation above, the result of computing validity of the item number 1 is 0.25998 the result of the table of *t* product moment with $\alpha = 5\%$ and $N = 36$ obtained $t_{table} = 0.329$. Because $t_{xy} < t_{table}$, so the item number 1 is **Invalid**.

Appendix 13

Appendix 13

RELIABILITY ANALYSIS OF TRY-OUT TEST

Formula

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right)$$

Keterangan:

r_{11} = the hole of test reliability

$\sum pq$ = the sum of multiplication between p and q

n = the number of items

s^2 = total of variant

The following is the calculation of reliability of the item, if $r_{11} > r_{table}$ so the instrument is reliable.

Based on the data of the analysis of try-out test obtained

$$\begin{aligned} \sum pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{40} \\ &= 0.237654 + 0.119599 + 0.243056 + \dots + 0.237654 \\ &= 6.570988 \end{aligned}$$

$$s^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = \frac{19310 - \frac{(802)^2}{36}}{36} = \frac{19310 - 17866.7778}{36} = 40.08951$$

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{s^2 - \sum pq}{s^2} \right) = \left(\frac{40}{40-1} \right) \left(\frac{40.08 - 6.570988}{40.08} \right) = 1.02 \times 0.84 = 0.85$$

From the analysis r product moment with $\alpha = 5\%$ and $n = 40$ obtained $r_{table} = 0.329$. Because $r_{11} > r_{table}$, it means that the instrument is reliable.

Appendix 14

Appendix 14

DEGREE OF TEST DIFFICULTY ANALYSIS OF TRY-OUT TEST

Formula

$$P = \frac{B}{JS}$$

Criteria:

0.00-0.30 = very difficult

0.31-0.70 = medium

0.71-1.00 = easy

The following is the example of item degree of test difficulty computation for item number 1 and for the other items would use the same way. It obtained as shown on the table analysis of item.

Upper Class			Lower Class		
No	Code	Score	No	Code	Score
1	TO-27	1	19	TO-18	1
2	TO-07	1	20	TO-04	1
3	TO-36	1	21	TO-10	1
4	TO-35	1	22	TO-12	0
5	TO-09	0	23	TO-21	1
6	TO-13	0	24	TO-26	0
7	TO-19	0	25	TO-29	0
8	TO-30	1	26	TO-17	0
9	TO-34	1	27	TO-28	0
10	TO-14	1	28	TO-03	1
11	TO-20	1	29	TO-23	1
12	TO-31	1	30	TO-25	0
13	TO-02	1	31	TO-32	1

14	TO-05	1	32	TO-16	1
15	TO-06	0	33	TO-11	1
16	TO-08	1	34	TO-33	0
17	TO-15	1	35	TO-34	0
18	TO-22	0	36	TO-01	0
sum		13	sum		9

$$P = \frac{22}{36} = 0.61$$

From the computation above, the question number 1 can be said as the medium category, because the result of the item number 1 is in the interval 0.31-0.70.

Appendix 15

Appendix 15

DISCRIMINATING POWER ANALYSIS

Formula

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

No	Code	Score	No	Code	Score
1	TO-27	1	19	TO-18	1
2	TO-07	1	20	TO-04	1
3	TO-36	1	21	TO-10	1
4	TO-35	1	22	TO-12	0
5	TO-09	0	23	TO-21	1
6	TO-13	0	24	TO-26	0
7	TO-19	0	25	TO-29	0
8	TO-30	1	26	TO-17	0
9	TO-34	1	27	TO-28	0
10	TO-14	1	28	TO-03	1
11	TO-20	1	29	TO-23	1
12	TO-31	1	30	TO-25	0
13	TO-02	1	31	TO-32	1
14	TO-05	1	32	TO-16	1
15	TO-06	0	33	TO-11	1
16	TO-08	1	34	TO-33	0
17	TO-15	1	35	TO-34	0
18	TO-22	0	36	TO-01	0
sum		13	sum		9

The following is the example of item discriminating power computation for item number 1 and for the other items would use the same way. It obtained as shown on the table analysis of item.

$$D = \frac{13}{18} - \frac{9}{18} = 0.22$$

Based on the criteria of discriminating power between 0.20 to 0.40 is satisfactory. So, the item number 1 has satisfactory of discriminating power.

Appendix 16

Appendix 16

PRE-TEST SCORE OF EXPERIMENTAL AND CONTROL CLASS

EXPERIMENTAL CLASS		
NO	CODE	SCORE
1	E-01	30
2	E-02	50
3	E-03	50
4	E-04	70
5	E-05	75
6	E-06	55
7	E-07	50
8	E-08	60
9	E-09	60
10	E-10	65
11	E-11	50
12	E-12	55
13	E-13	60
14	E-14	20
15	E-15	65
16	E-16	50
17	E-17	60
18	E-18	40
19	E-19	45
20	E-20	55
21	E-21	60
22	E-22	50
23	E-23	55
24	E-24	65
25	E-25	50
26	E-26	55
27	E-27	75
28	E-28	65
29	E-29	60
30	E-30	45

CONTROL CLASS		
NO	CODE	SCORE
1	C-01	55
2	C-02	50
3	C-03	60
4	C-04	55
5	C-05	30
6	C-06	65
7	C-07	50
8	C-08	55
9	C-09	45
10	C-10	65
11	C-11	55
12	C-12	50
13	C-13	25
14	C-14	60
15	C-15	65
16	C-16	65
17	C-17	65
18	C-18	50
19	C-19	55
20	C-20	55
21	C-21	65
22	C-22	60
23	C-23	55
24	C-24	50
25	C-25	70
26	C-26	65
27	C-27	50
28	C-28	55
29	C-29	70
30	C-30	70

Appendix 17

Appendix 17

NORMALITY TEST Pre-Test Score of VIII A Class

Hipotesis

H₀ : Data berdistribusi normal
H_a : Data tidak berdistribusi normal

Penentuan Hipotesis:

Rumus yang digunakan:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

Ho diterima jika $\chi^2 < \chi^2_{\text{tabel}}$

Penentuan Hipotesis

Nilai Maksimal	=	75	Panjang Kelas	=	9
Nilai Minimal	=	20	(K)	=	55
Rentang	=	55	s	=	12
K/ Banyak Kelas	=	6	n	=	30

Interval Class	Batas Kelas	Z untuk batas kis	Peluang untuk Z	Luas Kis untuk Z	Ei	Oi	(O-E) ² /E
20.00 - 25.00	19.50	-3.00	0.4986	0.0144	0.4321	1	0.746
25.00 - 30.00	29.50	-2.15	0.4842	0.0808	2.4228	1	0.836
30.00 - 35.00	34.50	-1.30	0.4039	0.2288	6.6654	3	2.176
35.00 - 40.00	39.50	-0.45	0.1748	0.3289	9.8592	12	0.465
40.00 - 45.00	44.50	0.40	0.1540	0.2384	7.1832	10	1.105
45.00 - 50.00	49.50	1.25	0.3934	0.0884	2.6527	3	0.045
50.00 - 55.00	54.50	2.09	0.4819				
					χ^2		9.3732

Untuk $\alpha = 5\%$, dengan $df = 6 - 1 = 5$ diperoleh $\chi^2_{\text{tabel}} = 11.07$

Daerah penerimaan H₀ Daerah penolakan H₀

5.372048 11.07

Karena χ^2 berada pada daerah penerimaan H₀, maka data tersebut berdistribusi normal

Appendix 18

Appendix 18

UJI NORMALITAS Pre-Test Score of VIII B Class

Hipotesis

H_0 : Data berdistribusi normal
 H_a : Data tidak berdistribusi normal

Pengujian hipotesis

Rumus yang digunakan

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

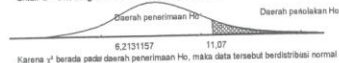
H_0 diterima jika $\chi^2 < \chi^2_{tabel}$

Pengujian hipotesis

Nilai Maksimal	=	70	Panjang Kelas	=	6
Nilai Minimal	=	25	(\bar{x})	=	56
Rendang	=	45	s	=	11
K/ Banyak Kelas	=	6	n	=	30

Kelas Interval	Batas Kelas	Z untuk batas kls.	Peluang untuk Z	Luar Kls. untuk Z	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
25.00 - 33.00	34.50	-2.95	0.4984	0.0157	0.4706	2	4.970
34.00 - 42.00	33.50	-2.11	0.4827	0.0840	2.5191	1	0.816
43.00 - 51.00	42.50	-1.27	0.3988	0.2305	6.9141	6	0.121
52.00 - 60.00	51.50	-0.44	0.1663	0.3352	9.7573	11	0.158
61.00 - 69.00	60.50	0.40	0.1589	0.2362	7.0864	7	0.001
70.00 - 78.00	69.50	1.24	0.3932	0.0882	2.6463	3	0.047
	78.50	2.08	0.4814				
					Σ	=	6.2131

Untuk $\alpha = 5\%$, dengan dk = 6 - 1 = 5 diperoleh $\chi^2_{tabel} = 11.07$



Karena χ^2 berada pada daerah penerimaan H_0 , maka data tersebut berdistribusi normal

Appendix 19

Appendix 19

Homogeneity Test of Pre-Test of Class VIII A and Class VIII B

Hipotesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

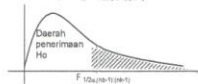
$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varian terbesar}}{\text{Varian terkecil}}$$

Ho diterima jika $F \leq F_{\alpha/2, (n_1-1), (n_2-1)}$



Dari data diperoleh:

Sumber Varians	VIII A	VIII B
Jumlah	1645,00	1685,00
n	30	30
\bar{x}	54,83	56,17
Varians (s^2)	138,76	109,80
Standar deviasi (s)	11,78	10,48

berdasarkan rumus di atas, diperoleh:

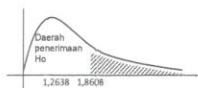
$$F = \frac{138,7644}{128,7889} = 1,264$$

Pada $\alpha = 5\%$ dengan:

$$\text{dk pembilang} = nb - 1 = 30 - 1 = 29$$

$$\text{dk penyebut} = nk - 1 = 30 - 1 = 29$$

$$F_{0,025;29;29} = 1,86$$



karena F berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa kedua kelas homogen

Appendix 20

Appendix 20

The Average Similarity Test of Pre-Test of Class VIII A and Class VIII B

Hipotesis

Ho : $\mu_1 = \mu_2$
Ha : $\mu_1 \neq \mu_2$

Uji Hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho diterima jika $-t_{\alpha/2, df} \leq t \leq t_{\alpha/2, df}$ (H0: $\mu_1 = \mu_2$)



Dari data diperoleh:

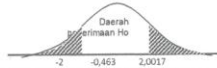
Sumber Varians	VIII A	VIII B
Jumlah	1645,00	1685,00
n	30	30
\bar{x}	54,83	56,17
Varians (s^2)	138,7644	109,7989
Standar deviasi (S)	11,78	10,48

Berdasarkan rumus di atas, diperoleh:

$$s = \sqrt{\frac{30-1}{30+30-2} \left(\frac{138,7644}{30} + \frac{109,7989}{30} \right)} = 11,148$$

$$t = \frac{54,83 - 56,17}{11,1482 \sqrt{\frac{1}{30} + \frac{1}{30}}} = -0,463$$

Pada $\alpha = 5\%$ dengan $dk = 30 + 30 - 2 = 58$ diperoleh $t_{0,975;58} = 2,0017$



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada perbedaan rata-rata dari kedua kelompok.

Appendix 21

Appendix 21

LESSON PLAN

School : MTs Miftahul Huda Raguklumpitan
Class/ Semester : VIII A (Experimental Class)/ I
Aspect/ Skill focus : Reading
Subject : English
Material : Descriptive Text
Time Allotment : 4 X 40 minutes (2 meetings)
Year : 2016/ 2017

I. Standard of Competence

5. To understand meaning in written functional text and simple short essay of descriptive and recount text related to environment.

II. Basic Competence

- 5.3. To response meaning and rhetorical stage in simple short essay accurately, fluently, acceptably related to environment of descriptive and recount text.

III. Indicators

- A. Identifying the social function of descriptive text
- B. Identifying the generic structure of descriptive text
- C. Identifying the language features of descriptive text
- D. Producing text in the form of descriptive text

IV. Learning aim

- During and after the learning process, students be able to:
- A. Mention the social function, generic structure and language features of descriptive text.
 - B. Answer some questions related to the text

V. Teaching Material

- A. Purpose /social function of the descriptive text
To describe a particular person, place, or thing
- B. Purpose /social function of the descriptive text
To describe a particular person, place, or thing
- C. Generic Structures/ Schematic
 - 1. Identification
Identifying phenomenon to be described
 - 2. Description
Describing parts, qualities, and characteristics

D. Language Features:

1. Focus on specific participant
2. Using of attributive and identifying processes
3. Using of simple present tense

VI. Teaching Method

Crazy Professor Reading Game

VII. Learning Activities

First Meeting

No	Activities	Organization		
		Time	Interaction Pattern	Instruction
1.	Opening Greetings • Teacher greets the students • Teacher checks student's attendance • Teacher opens the lesson	3 minutes	T- Ss T- Ss T- Ss	<ul style="list-style-type: none">• Assalamu'alaikum wr.wb.• Good morning students• How are you today?• I will check your attendance, who is absent today?• Let's open our lesson by reciting basmalah together
2.	Main activities <i>a. Exploration</i> • Teacher gives some stimulating questions and asks some students related to the material. • Teacher informs about the lesson that will be given. • Teacher explains	35 minutes	T- Ss T- Ss T- Ss	<ul style="list-style-type: none">• Do you ever visited historical place or your favorite place?• Could you describe us about that place?• Ok students, just now your friend describe us about his/her favorite place. That is the example of descriptive text.• Purpose, generic

about descriptive text			structure, language feature, and example of descriptive text
<i>b. Elaboration</i>			
• Teacher divides class in pairs.	T- Ss		• Now, I want you to find your partner.
• Teacher Explains the role of Crazy Professor Reading Game	T- Ss		• Crazy Professor Reading Game is.... • The roles are.....
• Teacher asks students to read the text by using Crazy Professor Reading Game.	T- Ss		• We are going to play a game. It is called Crazy professor reading Game. I want you to read the text by using that game. I will explain the rules of the game.
• Teacher gives instruction to answer some questions related to the text that have been read.	T- Ss		• After you play that game, please answer the questions
• Teacher asks students to change their work with their partner	T- Ss		• Have you finished? Please change your work with your partner.
<i>c. Confirmation</i>			
• Teacher tells the students about the correct answer.	T- Ss		• Now, we can discuss together.
• Teacher reviews and conclude the material	T- Ss		• Do you really understand about our material today? • So, the conclusion is...

3.	Closing • Teacher closes the class	2 minutes	T- Ss	• Let's close our meeting today by reciting basmalah together
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Second Meeting

No	Activities	Organization		
		Time	Interaction Pattern	Instruction
1.	Opening Greetings • Teacher greets the students • Teacher checks student's attendance • Teacher opens the lesson	3 minutes	T- Ss T- Ss T- Ss	• Assalamu'alaikum wr.wb. • Good morning students • How are you today? • I will check your attendance, who is absent today? • Let's open our lesson by reciting basmalah together
2.	Main activities <i>a. Exploration</i> • Teacher gives some stimulating questions and asked some students related to the material. • Teacher informs about the lesson that will be given. • Teacher explains about descriptive text	35 minutes	T- Ss T- Ss T- Ss	• Do you still remember our material last meeting? • Could you describe us about traditional dancer like Jaipong dancer? • Ok students, just now your friend describe us about Jaipong dancer • Purpose, generic structure, language feature, and example of descriptive text

	<i>b. Elaboration</i>			
	• Teacher divides class in pairs.		T- Ss	• Now, I want you find your partner.
	• Teacher reminds the role of Crazy Professor Reading Game		T- Ss	• The roles are.....
	• Teacher asks students to read the text by using Crazy Professor Reading Game.		T- Ss	• We are going to play a game. It is called Crazy professor reading Game. I want you read the text by using that game. I will explain the rules of the game.
	• Teacher gives instruction to answer some questions related to the text that have been read.		T- Ss	• After you play that game, please answer the questions individually
	• Teacher asks students to change their work with their partner		T- Ss	• Have you finished? Please change your work with your partner
	<i>c. Confirmation</i>			
	• Teacher and students discuss together		T- Ss	• Now, we can discuss together.
	• Teacher reviews and conclude the material		T- Ss	• Do you really understand about our material today? • So, the conclusion is...
3.	Closing • Teacher closes the class	2 minutes	T- Ss	• Let's close our meeting today by reciting basmalah together

VIII. Media and Sources

A. Media

1. Worksheet
2. Slide
3. Paper
4. Projector
5. Laptop

B. Source of Material

www.unesco.org. Accessed on 22 August 2016.

IX. Instrument

A. Descriptive text



Borobudur Temple Compounds

The Borobudur Temple Compounds is one of the greatest Buddhist monuments in the world, and was built in the 8th and 9th centuries AD during the reign of the Syailendra Dynasty. The monument is located in the Kedu Valley, in the southern part of Central Java, at the centre of the island of Java, Indonesia.

The main temple is a stupa built in three tiers around a hill which was a natural centre: a pyramidal base with five concentric square terraces, the trunk of

a cone with three circular platforms and, at the top, a monumental stupa. The walls and balustrades are decorated with fine low reliefs, covering a total surface area of 2,520 m². Around the circular platforms are 72 openwork stupas, each containing a statue of the Buddha.

The Temple should also be seen as an outstanding dynastic monument of the Syailendra Dynasty that ruled Java for around five centuries until the 10th century. The Borobudur Temple Compounds consists of three monuments: namely the Borobudur Temple and two smaller temples situated to the east on a straight axis to Borobudur. The two temples are Mendut Temple, whose depiction of Buddha is represented by a formidable monolith accompanied by two Bodhisattvas, and Pawon Temple, a smaller temple whose inner space does not reveal which deity might have been the object of worship. Those three monuments represent phases in the attainment of Nirvana.

The temple was used as a Buddhist temple from its construction until sometime between the 10th and 15th centuries when it was abandoned. Since its re-discovery in the 19th century and restoration in the 20th century, it has been brought back into a Buddhist archaeological site.

(taken from www.unesco.org)

B. Scoring Technique

The scoring technique of the test is as follows:

1. Score 5 is given for every item; if the students answer the questions correctly, their highest score will be 100.
2. Score 0 is given when students answer the questions incorrectly based on the answer keys.

Approved by:
English Teacher

Nur Hasan, S. Pd

Semarang, 1st September 2016

Researcher



Niswatur Rohmah
123411083

Appendix 22

Appendix 22

LESSON PLAN

School : MTs Miftahul Huda Raguklampitan
Class/ Semester : VIII B (Control Class) / I
Aspect/ Skill focus : Reading
Subject : English
Material : Descriptive Text
Time Allotment : 4 X 40 minutes (2 meetings)
Year : 2016/ 2017

I. Standard of Competence

5. To understand meaning in written functional text and simple short essay of descriptive and recount text related to environment.

II. Basic Competence

- 5.3. To response meaning and rhetorical stage in simple short essay accurately, fluently, acceptably related to environment of descriptive and recount text.

III. Indicators

- A. Identifying the social function of descriptive text
- B. Identifying the generic structure of descriptive text
- C. Identifying the language features of descriptive text
- D. Producing text in the form of descriptive text

IV. Learning aim

During and after the learning process, students be able to:

- A. Mention the social function, generic structure and language features of descriptive text.
- B. Answer some questions related to the text

V. Teaching Material

- A. Purpose /social function of the descriptive text
To describe a particular person, place, or thing
- B. Generic Structures/ Schematic
 1. Identification
Identifying phenomenon to be described
 2. Description
Describing parts, qualities, characteristics

C. Language Features:

1. Focus on specific participant
2. Using of attributive and identifying processes
3. Using of simple present tense

VI. Teaching Method

Lecture Method

VII. Learning Activities

First Meeting

No	Activities	Organization		
		Time	Interaction Pattern	Instruction
1.	Opening Greetings <ul style="list-style-type: none"> Teacher greets the students Teacher checks student's attendance Teacher opens the lesson 	3 minutes	T- Ss T- Ss T- Ss	<ul style="list-style-type: none"> Assalamu' alaikum wr.wb. Good morning students How are you today? I will check your attendance, who is absent today? Let's open our lesson by reciting basmalah together
2.	Main activities <i>a. Exploration</i> <ul style="list-style-type: none"> Teacher gives some stimulating questions and asks some students related to the material. Teacher informs about the lesson that will be given. 	35 minutes	T- Ss T- Ss	<ul style="list-style-type: none"> Do you ever visited historical place or your favorite place? Could you describe us about that place? Ok students, just now your friend describe us about his favorite place. That is the example of descriptive text.

	<ul style="list-style-type: none"> Teacher explains about descriptive text 		T- Ss	<ul style="list-style-type: none"> Purpose, generic structure, language feature, and example of descriptive text
	<p><i>b. Elaboration.</i></p> <ul style="list-style-type: none"> Teacher asks students to read the text individually Teacher gives instruction to answer some questions related to the text that have been read. Teacher asks students to change their work with their partner. 		T- Ss	<ul style="list-style-type: none"> Please read the text individually.
			T- Ss	<ul style="list-style-type: none"> After you finished read the text, please answer the questions
			T- Ss	<ul style="list-style-type: none"> Have you finished? Please change your work with your partner.
	<p><i>c. Confirmation</i></p> <ul style="list-style-type: none"> Teacher shows/tells the students about the correct answer. 		T- Ss	<ul style="list-style-type: none"> Now, we can discuss together.
	<ul style="list-style-type: none"> Teacher reviews and conclude the material 		T- Ss	<ul style="list-style-type: none"> Do you really understand about our material today? So, the conclusion is...
3.	<p>Closing</p> <ul style="list-style-type: none"> Teacher closes the class 	2 minutes	T- Ss	<ul style="list-style-type: none"> Let's close our meeting today by reciting basmalah together Wassalamu'alaikum wr.wb.

Second Meeting

No	Activities	Organization		
		Time	Interaction Pattern	Instruction
1.	Opening Greetings <ul style="list-style-type: none"> Teacher greets the students Teacher checks student's attendance Teacher opens the lesson 	3 minutes	T- Ss T- Ss T- Ss	<ul style="list-style-type: none"> Assalamu'alaikum wr.wb. Good morning students How are you today? I will check your attendance, who is absent today? Let's open our lesson by reciting basmalah together
2.	Main activities <p><i>a. Exploration</i></p> <ul style="list-style-type: none"> Teacher gives some stimulating questions and asked some students related to the material. Teacher informs about the lesson that will be given. Teacher explains about descriptive text <p><i>b. Elaboration</i></p> <ul style="list-style-type: none"> Teacher asks students to read the text individually 	35 minutes	T- Ss T- Ss T- Ss T- Ss	<ul style="list-style-type: none"> Do you still remember our material last meeting? Could you describe us about traditional dancer like Jaipong dancer? Ok students, just now your friend describe us about Jaipong dancer. Purpose, generic structure, language feature, and example of descriptive text Please read the text individually.

	<ul style="list-style-type: none"> Teacher gives instruction to answer some questions related to the text that have been read. Teacher asks students to change their work with their partner 		T- Ss	<ul style="list-style-type: none"> After you finished read the text, please answer the questions
	<ul style="list-style-type: none"> Teacher shows/tells the students about the correct answer. 		T- Ss	<ul style="list-style-type: none"> Have you finished? Please change your work with your partner
	<ul style="list-style-type: none"> Teacher reviews and conclude the material 		T- Ss	<ul style="list-style-type: none"> Well, Now we can discuss together.
3.	Closing <ul style="list-style-type: none"> Teacher closes the class 	2 minutes	T- Ss	<ul style="list-style-type: none"> Do you really understand about our material today? So, the conclusion is... Let's close our meeting today by reciting basmalah together Wassalamu'alaikum wr.wb.

VIII. Media and Sources

A. Media

1. Worksheet
2. Slide
3. Paper
4. Projector
5. Laptop

B. Source of Material

www.unesco.org. Accessed on 22 August 2016.

IX. Instrument
A. Descriptive text



Borobudur Temple Compound

The Borobudur Temple Compound is one of the greatest Buddhist monuments in the world, and was built in the 8th and 9th centuries AD during the reign of the Syailendra Dynasty. The monument is located in the Kedu Valley, in the southern part of Central Java, at the centre of the island of Java, Indonesia.

The main temple is a stupa built in three tiers around a hill which was a natural centre: a pyramidal base with five concentric square terraces, the trunk of a cone with three circular platforms and, at the top, a monumental stupa. The walls and balustrades are decorated with fine low reliefs, covering a total surface area of 2,520 m². Around the circular platforms are 72 openwork stupas, each containing a statue of the Buddha.

The Temple should also be seen as an outstanding dynastic monument of the Syailendra Dynasty that ruled Java for around five centuries until the 10th century. The Borobudur Temple Compound consists of three monuments: namely the Borobudur Temple and two smaller temples situated to the east on a

straight axis to Borobudur. The two temples are Mendut Temple, whose depiction of Buddha is represented by a formidable monolith accompanied by two Bodhisattvas, and Pawon Temple, a smaller temple whose inner space does not reveal which deity might have been the object of worship. Those three monuments represent phases in the attainment of Nirvana.

The temple was used as a Buddhist temple from its construction until sometime between the 10th and 15th centuries when it was abandoned. Since its re-discovery in the 19th century and restoration in the 20th century, it has been brought back into a Buddhist archaeological site.

(taken from www.unesco.org)

B. Scoring Technique

The scoring technique of the test is as follow:

1. Score 5 is given for every item; if the students answer the questions correctly, their highest score will be 100.
2. Score 0 is given when students answer the questions incorrectly based on the answer keys.

Approved by:
English Teacher

Nur Hasan, S. Pd

Semarang, 1st September 2016

Researcher



Niswatur Rohmah
123411083

Appendix 23

Appendix 23

POST-TEST SCORE OF EXPERIMENTAL AND CONTROL CLASS

NO	CODE	SCORE
1	E-01	65
2	E-02	85
3	E-03	70
4	E-04	85
5	E-05	90
6	E-06	75
7	E-07	70
8	E-08	80
9	E-09	80
10	E-10	80
11	E-11	80
12	E-12	80
13	E-13	75
14	E-14	60
15	E-15	80
16	E-16	75
17	E-17	80
18	E-18	75
19	E-19	55
20	E-20	75
21	E-21	85
22	E-22	70
23	E-23	80
24	E-24	85
25	E-25	70
26	E-26	80
27	E-27	90
28	E-28	80
29	E-29	85
30	E-30	75

NO	CODE	SCORE
1	C-01	70
2	C-02	80
3	C-03	65
4	C-04	60
5	C-05	65
6	C-06	75
7	C-07	80
8	C-08	85
9	C-09	70
10	C-10	60
11	C-11	80
12	C-12	80
13	C-13	65
14	C-14	75
15	C-15	80
16	C-16	85
17	C-17	60
18	C-18	55
19	C-19	70
20	C-20	80
21	C-21	85
22	C-22	80
23	C-23	70
24	C-24	65
25	C-25	75
26	C-26	70
27	C-27	75
28	C-28	65
29	C-29	85
30	C-30	85

Appendix 24

Appendix 24

Analysis of Variance

No	Kelas	
	VIII A	VIII B
1	65	70
2	85	80
3	70	65
4	85	60
5	90	65
6	75	75
7	70	80
8	80	85
9	80	70
10	80	60
11	80	80
12	80	80
13	75	65
14	60	75
15	80	80
16	75	85
17	80	60
18	75	55
19	55	70
20	75	80
21	85	85
22	70	80
23	80	70
24	85	65
25	70	75
26	80	70
27	90	75
28	80	65
29	85	85
30	75	85
sum	2315	2195
X	77,16667	73,1667



DATA ANALISIS VARIAN FAKTORIAL (ANAVA FAKTORIAL)

NOMOR RESPONDEN	KELOMPOK Test (FAKTOR A)	KELOMPOK Kelompok (FAKTOR B)	SKOR Learning Achievement (Y)
1	1	1	30
2	1	1	50
3	1	1	50
4	1	1	70
5	1	1	75
6	1	1	55
7	1	1	50
8	1	1	60
9	1	1	60
10	1	1	65
11	1	1	50
12	1	1	55
13	1	1	60
14	1	1	20
15	1	1	65
16	1	1	50
17	1	1	60
18	1	1	40
19	1	1	45
20	1	1	55
21	1	1	60
22	1	1	50
23	1	1	55
24	1	1	65
25	1	1	50
26	1	1	55
27	1	1	75
28	1	1	65

BERANDA

HASIL

29	1	1	60
30	1	1	45
31	1	2	55
32	1	2	50
33	1	2	60
34	1	2	55
35	1	2	30
36	1	2	65
37	1	2	50
38	1	2	55
39	1	2	45
40	1	2	65
41	1	2	55
42	1	2	50
43	1	2	25
44	1	2	60
45	1	2	65
46	1	2	65
47	1	2	65
48	1	2	50
49	1	2	55
50	1	2	55
51	1	2	65
52	1	2	60
53	1	2	55
54	1	2	50
55	1	2	70
56	1	2	65
57	1	2	50
58	1	2	55
59	1	2	70
60	1	2	70
61	2	1	65

62	2	1	85
63	2	1	70
64	2	1	85
65	2	1	90
66	2	1	75
67	2	1	70
68	2	1	80
69	2	1	80
70	2	1	80
71	2	1	80
72	2	1	80
73	2	1	75
74	2	1	60
75	2	1	80
76	2	1	75
77	2	1	80
78	2	1	75
79	2	1	55
80	2	1	75
81	2	1	85
82	2	1	70
83	2	1	80
84	2	1	85
85	2	1	70
86	2	1	80
87	2	1	90
88	2	1	80
89	2	1	85
90	2	1	75
91	2	2	70
92	2	2	80
93	2	2	65
94	2	2	60

95	2	2	65
96	2	2	75
97	2	2	80
98	2	2	85
99	2	2	70
100	2	2	60
101	2	2	80
102	2	2	80
103	2	2	65
104	2	2	75
105	2	2	80
106	2	2	85
107	2	2	60
108	2	2	55
109	2	2	70
110	2	2	80
111	2	2	85
112	2	2	80
113	2	2	70
114	2	2	65
115	2	2	75
116	2	2	70
117	2	2	75
118	2	2	65
119	2	2	85
120	2	2	85
121			



Learning Achievement

HASIL ANALISIS STATISTIK DESKRIPTIF UNTUK VARIABEL :

Test (faktor A)		Tingkat	
		A1	A2
R1	N11= 30	N21= 30	N= 60
	M11= 54,833	M21= 77,167	M= 66,000
	s11= 11,780	s21= 8,060	s= 15,065
R2	N12= 30	N22= 30	N= 60
	M12= 56,167	M22= 73,167	M= 64,667
	s12= 10,478	s22= 8,855	s= 12,684
Total		N= 60	N= 120
Faktor A		M= 55,500	M= 75,167
		s1= 11,074	s2= 8,684
			M= 65,333
			s= 13,974

RANGKUMAN HASIL ANALISIS VARIAN

SUMBER	VARIAN	JUMLAH KUADRAT (JK)	DERAJAT KEBEBASAN (DK)	RERATA KUADRAT (RK)	F	F-KRITIS PADA TARAF 5%	KESIMPULAN
Test	(A)	11603,333	1	11603,333	118,415	3,923	Signifikan
Kelompok	(B)	53,333	1	53,333	0,544	3,923	Tidak Sign.
INTERAKSI	(A*B)	213,333	1	213,333	2,177	3,923	Tidak Sign.
DALAM		11366,667	116	97,989			
TOTAL		23236,667	119				

Variabel dependen: Learning Achievement

UJI LANJUT INTERAKSI AB: TIDAK DIPERLUKAN



LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Niswatur Rohmah
NIM : 123411083
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF CRAZY PROFESSOR READING GAME
AS A LEARNING METHOD TO TEACH READING
(An Experimental Study at Eight Grade Students of MTs Miftahul Huda
Raguklumpitan Batealit Jepara in Academic Year 2016/2017)

HIPOTESIS :

1. **Ho** : tidak terdapat pengaruh yang signifikan antara metode dan kelas terhadap hasil belajar.
Ha : terdapat pengaruh yang signifikan antara metode dan kelas terhadap hasil belajar.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika $\text{sig.} > 0.05$
Ho DITOLAK, jika $\text{sig.} < 0.05$

Ho DITERIMA, jika nilai $F_{\text{hitung}} < F_{\text{tabel}}$
Ho DITOLAK, jika nilai $F_{\text{hitung}} > F_{\text{tabel}}$

HASIL DAN ANALISIS DATA :

Descriptive Statistics

Dependent Variable: kemampuan membaca

kelas	awal/akhir	Mean	Std. Deviation	N
eksp	pre tes	54.8333	11.77983	30
	pos tes	77.1667	8.06048	30
	Total	66.0000	15.06483	60
kontr	pre tes	56.1667	10.47849	30
	pos tes	73.1667	8.85548	30
	Total	64.6667	12.88366	60
Total	pre tes	55.5000	11.07371	60
	pos tes	75.1667	8.63412	60
	Total	65.3333	13.97376	120

Tests of Between-Subjects Effects

Dependent Variable: kemampuan membaca

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11870.000 ^a	3	3956.667	40.379	.000
Intercept	512213.333	1	512213.333	5.227E3	.000
VAR00002	53.333	1	53.333	.544	.462
VAR00003	11603.333	1	11603.333	118.415	.000
VAR00002 * VAR00003	213.333	1	213.333	2.177	.143
Error	11366.667	116	97.989		
Total	535450.000	120			
Corrected Total	23236.667	119			

a. R Squared = .511 (Adjusted R Squared = .498)

Keterangan:

$F_{hitung} = 2,177 < F_{tabel} (1;116;0,05) = 3,923$, maka H_0 diterima, ini berarti tidak terdapat pengaruh yang signifikan antara metode dan kelas terhadap hasil belajar.

Semarang, 29 November 2016

Ketua Jurusan Pendidikan Matematika



Yulia Romadiastri, M.Sc.
NIP. 19810715 200501 2 008

ANSWER SHEET
(PRE-TEST)

NAME : Tsania Shofotui Maita
CLASS : VIII A
STUDENT NUMBER : 27

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1	X			
2		X		
3			X	
4		X		
5			X	
6	X			
7			X	
8		X		
9			X	
10		X		
11				X
12			X	
13		X		
14		X		
15		X		
16			X	
17				X
18				X
19				X
20				X

$$B = 15 \times 5$$

75

ANSWER SHEET
(PRE-TEST)

NAME : *Latifatun Nikmah*
CLASS : *VIII A*
STUDENT NUMBER : *//*

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1	X			
2		X		
3				X
4	X			
5			X	
6		X		
7			X	
8			X	
9				X
10			X	
11	X			
12	X			
13		X		
14		X		
15		X		
16				X
17				X
18			X	
19	X			
20		X		

$B = 10 \times 5$

50

ANSWER SHEET
(PRE-TEST)

NAME : M. Alf Laila Sukron
CLASS : VIII^A
STUDENT NUMBER : 14

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1	X			
2			X	
3		X		
4		X		
5				X
6				X
7	X			
8		X		
9			X	
10				X
11		X		
12		X		
13	X			
14				X
15			X	
16	X			
17		X		
18			X	
19		X		
20	X			

$$B = 4 \times 5$$

20

ANSWER SHEET
(PRE-TEST)

NAME : Siti Nafyukha Ardiana
CLASS : VIII B
STUDENT NUMBER : 29

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1	X			
2		X		
3	X			
4		X		
5			X	
6		X		X
7			X	
8		X		
9				X
10		X		
11	X			
12			X	
13		X		X
14		X		
15	X			
16			X	
17	X			
18				X
19			X	
20			X	X

B = 14 X 5

70

ANSWER SHEET
(PRE-TEST)

NAME : Faruk Arrabani
CLASS : VIIIB
STUDENT NUMBER : 7

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1		X		
2	X			
3	X			
4				X
5			X	
6				X
7			X	
8		X		
9	X			
10		X		
11		X		
12	X			
13		X		
14		X		
15			X	
16	X			
17				X
18		X		
19			X	
20				X

B = 10 x 5

50

ANSWER SHEET
(PRE-TEST)

NAME : Khurafat Roqiyah
CLASS : VIII B
STUDENT NUMBER : 13

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1		X		
2			X	
3		X		
4		X		
5		X		
6				X
7	X			
8				X
9			X	
10				X
11	X			
12		X		
13			X	
14	X			
15			X	
16		X		
17			X	
18	X			
19			X	
20	X			

B = 5 x 5

25

ANSWER SHEET
(POST-TEST)

NAME : Tsania Shofedul Ma'ala
CLASS : VIIA
STUDENT NUMBER : 27

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				X
2		X		
3				X
4			X	
5				X
6			X	
7	X			
8		X		
9			X	
10	X			
11			X	
12			X	
13		X		
14			X	
15		X		
16		X		
17	X			
18				X
19		X		
20			X	

$$B = 18 \times 5$$

90

ANSWER SHEET
(POST-TEST)

NAME : Latifah Nikmah
CLASS : VIII A
STUDENT NUMBER : //

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				X
2		X		
3				X
4			X	
5	X			
6			X	
7	X			
8		X		
9			X	
10	X			
11				X
12			X	
13	X			
14			X	
15		X		
16		X		
17	X			
18		X		
19		X		
20			X	

$$B = 17 \times 5$$

85

ANSWER SHEET
(POST-TEST)

NAME : M. Alf Laila Sukron
CLASS : VIII A
STUDENT NUMBER : 14

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				X
2		X		
3	X			
4			X	
5				X
6			X	
7	X	X		
8				X
9		X		
10	X			
11		X		
12			X	
13		X		
14				X
15		X		
16		X		
17				X
18			X	
19	X			
20			X	

$$B = B \times 5$$

65

ANSWER SHEET
(POST-TEST)

NAME : Siti Mafuha Ardiana
CLASS : VIII B
STUDENT NUMBER : 29

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				X
2		X		
3				X
4			X	
5				X
6			X	
7	X			
8		X		
9			X	
10	X			
11		X	X	
12		X		X
13		X		
14			X	
15	X			X
16		X		
17	X			
18			X	
19		X		
20				X

$$B = 16 \times 5$$

80

ANSWER SHEET
(POST-TEST)

NAME : Faruk Attabani
CLASS : VIII B
STUDENT NUMBER : 7

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1	x			
2		x		
3		x		
4			x	
5				x
6			x	
7		x		
8		x		
9			x	
10	x			
11				x
12			x	
13		x		
14			x	
15		x		
16		x		
17	x			
18			x	
19	x			
20			x	

B = 14 x 5

70

ANSWER SHEET
(POST-TEST)

NAME : Khunatour Rosyiah.
CLASS : VIII B.
STUDENT NUMBER : 13.

Choose the best answer by crossing a, b, c, or d

NO	A	B	C	D
1				X
2		X		
3	X			
4			X	
5		X		
6				X
7	X			
8				X
9			X	
10	X			
11		X		
12			X	
13	X			
14		X		
15		X		
16				X
17	X			
18			X	
19	X			
20			X	

B = 11 X 5

55



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

SURAT KETERANGAN

Nomor: Un.10.3/K/PP.00.9/3617/2016

Assalamu'alaikum Wr.Wb.

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang menerangkan dengan
sesungguhnya bahwa:

Nama : Niswatur Rohmah
Tempat/Tanggal Lahir : Jepara, 27 Februari 1994
NIM : 123411083
Program/Smt/Tahun : S1/IX/2016
Jurusan : Pendidikan Bahasa Inggris (PBI)
Alamat : Ds. Somosari Rt.04/ Rw.04 Kec. Batealit Kab. Jepara

Adalah benar- benar telah melaksanakan Kegiatan Ko Kurikuler dan nilai kegiatan dari masing- masing
aspek sebagaimana terlampir.

Demikian Surat Keterangan ini dibuat, dan kepada pihak-pihak yang berkepentingan diharap maklum.

Wassalamu'alaikum Wr.Wb.

Semarang, 27 September 2016

A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan



Drs. Wahyudi, M.Pd

NIP: 19680314 199503 1 001



KEMENTERIAN AGAMA
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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

TRANSKIP KO-KURIKULER

Nama : Niswatur Rohmah
Nomor Induk Mahasiswa : 123411083

No	Nama Kegiatan	Jumlah Kegiatan	Jumlah Nilai Kumulatif	Presentase
1	Aspek Keagamaan dan Kebangsaan	16	40	36,3%
2	Aspek Penalaran dan Idealisme	4	12	10,9%
3	Aspek Kepemimpinan dan Loyalitas	16	39	35,4%
4	Aspek Pengabdian pada Masyarakat	4	8	7,2%
5	Aspek Pemenuhan bakat dan Minat	5	11	10%
	Jumlah	45	110	100 %

Semarang, 27 September 2016

A.n. Dekan,
Wakil Dekan Bidang Kemahasiswaan

Dan Kerjasama



Drs. Wahyudi, M.Pd

NIP: 19680314 199503 1 001



KEMENTERIAN AGAMA R.I.
UNIVERSITAS ISLAM NEGERI WALISONGO
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Jl. Prof. Dr. Hainka (Kampus II) Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.3 / J.4 / PP.00.9 / 0815/ 2016

Semarang, 25 Februari 2016

Lamp : -

Hal : Penunjukan Pembimbing Skripsi

Kepada Yth

1. Raharjo, Dr.H., M.Ed.St
2. Sayyidatul Fadlilah, M. Pd.

Assalamu'alaikumWr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Niswatur Rohmah
NIM : 123411083
Judul : "The Effectiveness of Crazy Professor Reading Game as Learning Method to Teach Reading".

Dan menunjuk :

Pembimbing I : Raharjo, Dr.H., M.Ed.St
Pembimbing II : Sayyidatul Fadlilah, M.Pd.

Demikian penunjukan pembimbing skripsi ini disampaikan, dan atas kerjasamanya, kami ucapkan terimakasih.

Wassalamu'alaikumWr. Wb.



Dr., M. Ag

NIP: 19650329 199403 1 002

Tembusan disampaikan kepada Yth:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
3. Dosen pembimbing Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
4. Mahasiswa yang bersangkutan
5. Arsip



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
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Nomor : Un.10.3/DI/TL.00/3482/2016

Semarang, 26 Agustus 2016

Lamp :-

Hal : Mohon Izin Riset

A.n. : Niswatur Rohmah

NIM : 123411083

Kepada Yth. :

Kepala MTS Miftahul Huda Raguklampitan
di Jepara

Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : NISWATUR ROHMAH

NIM : 123411083

Alamat : Ds. Somosari 04/04, Kec. Batealit, Kab. Jepara

Judul Skripsi : *"The Effectiveness of Crazy Professor Reading Game as a Learning Method to Teach Reading (An Experimental Study Eight Grade Student of MTS Miftahul Huda Raguklampitan Batealit Jepara in Academic Year 2016/2017)"*

Pembimbing I : Raharjo, Dr.H., M.Ed. St

Pembimbing II : Sayyidatul Fadlilah, M.Pd.

Bahwa mahasiswa tersebut membutuhkan data- data dengan tema/ judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi izin riset selama 4 minggu pada tanggal 3 September 2016 sampai dengan tanggal 30 September 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.



Wakil Dekan Bidang Akademik

Dr. H. Fatah Syukur, M.Ag.

NIP. 19681212 199403 1 003

an:

Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



YAYASAN PENDIDIKAN ISLAM "MIFTAHUL HUDA"

MTs. "MIFTAHUL HUDA"

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NPSN : 20364211 NSS : 121233200021

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Nomor : MTs.MH/21/X/2016

Yang bertanda tangan dibawah ini :

Nama : NURHASAN, S.Pd
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Pangkat/Gol : -
Jabatan : Kepala Sekolah MTs. MIFTAHUL HUDA Desa
Raguklampitan kecamatan Batealit Kabupaten Jepara

Dengan ini menerangkan bahwa :

Nama : NISWATUR ROHMAH
Asal PT : UIN WALISONGO
NIM : 123411083
FAKULTAS : ILMU TARBIYAH DAN KEGURUAN
Keterangan : Telah melakukan penelitian skripsi dengan Judul
"THE EFFECTIVENESS OF CRAZY PROFESSOR READING
GAME AS A LEARNING METHOD TO TEACH READING
(AN EXPERIMENTAL STUDY EIGHT GRADE STUDENT
OF MTs MIFTAHUL HUDA RAGUKLAMPITAN BATEALIT
JEPARA IN ACADEMIC YEAR 2016/2017"
Mulai tanggal 3 September s/d 30 September 2016

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat digunakan
sebagaimana mestinya.

Jepara, 03 Oktober 2016
Kepala MTs. Miftahul Huda Raguklampitan

NURHASAN, S.Pd



Try out instrument of try-out class



Try out instrument of try-out class



Pre-test of control class



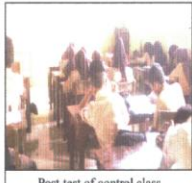
Pre-test of experimental class



Treatment of control class



Treatment of experimental class



Post-test of control class



Post-test of experimental class

CURRICULUM VITAE

Name : Niswatur Rohmah
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1. SDN Somosari 03: 2000-2006
2. MTs Asy- Syafi'iyah Somosari: 2006-2009
3. MA Walisongo Pecangaan: 2009-2012
4. English Department, Islamic Education and Teacher Training
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Semarang, November 6th 2016

The Researcher,



Niswatur Rohmah
NIM: 123411083